New Jersey
Language Arts Literacy Curriculum Framework

Chapter 7

Adaptations for Students

ADAPTATIONS FOR STUDENTS

Effective instruction follows from choices teachers make about strategies appropriate for learners in the classroom. These choices or adaptations create learning conditions that include a variety of activities, multimodal learning, modeling and guided practice, pacing appropriate to learners' needs, and groupings that provide timely peer collaboration as well as teacher input and independent work. Such conditions are evident throughout this framework to underscore the varying needs that students have and the varied choices or adaptations that inform effective instruction in any classroom.

This section of the document organizes these adaptations in terms of instruction for unique groups of learners: students with disabilities, students with limited English proficiency, and exceptionally able learners. Although the strategies presented here are appropriate for use with all learners at different times, they are typical of instruction in these specific contexts and may be for some students a critical factor in their literacy development.

ADAPTATIONS FOR STUDENTS WITH DISABILITIES

Introduction

The New Jersey Core Curriculum Content Standards and related curriculum frameworks are the focus of curriculum and instruction for all pupils, including students with disabilities. Students with disabilities may require instructional adaptations in order to gain access to curriculum and instruction based on the content standards. Adaptations are not intended to compromise the content standards. Instead, adaptations provide these students the opportunity to maximize their strengths and compensate for their learning differences.

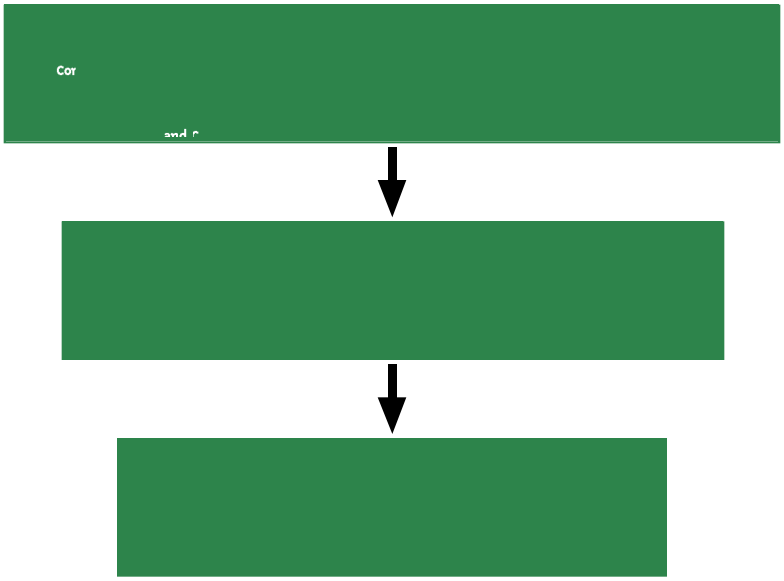


Figure 1

Consistent with the expectation that students with disabilities participate in the general education curriculum is the requirement that the Individualized Education Programs (IEPs) of students with disabilities reflect the core content standards and the local school district's general education curriculum (see Figure 1).

Adaptation: A Federal Requirement

The Individuals with Disabilities Act Amendments of 1997 and Section 504 of the Rehabilitation Act of 1973 guarantee students with disabilities the right to general education program adaptations, as specified in their Individualized Education Programs (IEPs) or 504 plans. These federal requirements are intended to result in adaptations that provide these pupils access to the general education program and general education curriculum.

Students with disabilities demonstrate a broad range of learning, cognitive, communication, physical, sensory, and social/emotional differences that may necessitate adaptations to the general education program. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the Individualized Education Program (IEP) or 504 planning processes (see Figure 2).

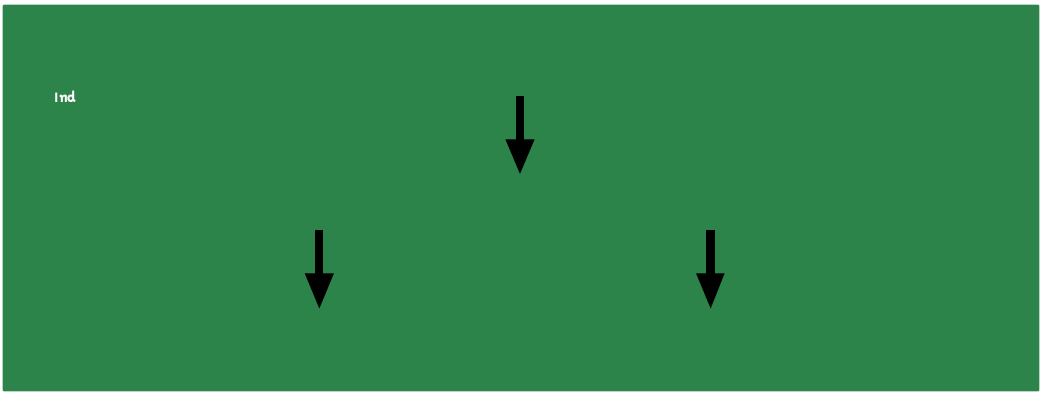


Figure 2

Within the context of this framework, adaptation is defined as:

> Any adjustment or modification to the general education program enabling students with disabilities to:
>
> - Participate in and benefit from learning activities and experiences based on the Core Curriculum Content Standards; and
>
> - Demonstrate understanding and application of the content standards.

The standards and indicators for language arts literacy are critically important for students with disabilities, as they are for all students. All students need to learn to read, write, listen, speak, and view in order to function as independently as possible and to gain enjoyment from a variety of language experiences. However, many students with disabilities are identified initially due to their difficulties in developing proficiency in these literacy behaviors. While it is vital that students with disabilities receive appropriate instruction to promote their progress in literacy, the nature of that instruction will vary according to the individual needs of the students.

The *New Jersey Language Arts Literacy Curriculum Framework* emphasizes multiple, integrated dimensions of language arts—speaking, listening, writing, reading, and viewing—as processes for actively constructing meaning from experience. Therefore, the vignettes and activities support an

integrated, constructivist approach in which students think about, develop, and share their understandings using a combination of these literacy processes. While the experiences represented in the framework embody "best-practice" instruction beneficial for all students—including students with disabilities—they also illustrate how the standards and indicators are implemented in classroom activities.

To engage fully in these rich, language-based activities, students with disabilities may need instructional adaptations. These adaptations, which may take a variety of forms, structure students' learning in a more explicit, systematic way, often beginning with teacher-directed instruction and moving gradually toward the release of teacher control as students gain proficiency. Other adaptations provide alternative means for students to acquire or demonstrate their knowledge while they are developing language arts literacy proficiencies at their own rate and style of learning (e.g., listening to books on tape while learning to read independently, or dictating to a peer while learning to write independently).

Note: The adaptations included this chapter were developed to complement and make accessible the vignettes and activities developed for the language arts literacy framework. Additional adaptations, not included in this chapter, may be needed for some students with disabilities to provide further instruction in the foundation skills that underlie the processes described in this framework (e.g., word recognition skills, spelling, and handwriting).

The categories listed below are intended to guide the process of selecting instructional adaptations for an individual student with disabilities. Adaptations include, but are not limited to, the following:

Student Motivation
Teacher Involvement
Student Involvement

Instructional Presentation
Instructional Preparation
Instructional Prompts
Instructional Applications

Instructional Monitoring
Teacher Management
Student Self-management

Classroom Organization
Instructional Groups
Instructional Support
Environmental Conditions
Instructional Materials/Adaptive Equipment

Student Response
Response Format
Response Procedures

Descriptions, including the rationale, specific functions, and examples for each category of adaptation, are provided below. The sample adaptations included at the end of this section were selected to illustrate a range of possible adaptations that could be used across language arts literacy standards and indicators. These examples were developed from selected activities or vignettes contained in the language arts literacy framework.

Note:. . . . . The adaptations that follow, although based on instructional practices that are effective for all students, may be an essential component of the instructional program for a student with disabilities.

STUDENT MOTIVATION

Rationale: . . . Some students with disabilities may be reluctant to engage or persist in language arts literacy activities. This reluctance may be due to difficulties with aspects of language or literacy processes resulting in repeated failures despite students' initial efforts and desire to learn. Because of these difficulties, motivational strategies are important to help students with disabilities become successfully involved in a variety of literacy experiences to develop proficiency, confidence, and enjoyment.

Purpose:	**Strategy:**
· Create interest · Develop persistence · Build confidence · Promote enjoyment · Foster independence	· Personally meaningful activity · Activity choice · Hands-on, multimodal activities · Doable tasks · Learning styles · Student involvement in goal setting and assessment activities · Choice to work with others or alone

INSTRUCTIONAL PRESENTATION

Rationale: . . . Students with disabilities may require instructional presentations that will enable them to acquire, comprehend, recall, and apply literacy processes to a variety of activities and content. In addition, instructional presentation adaptations can enhance a student's attention and ability to focus on instruction.

The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) addressed in the language arts literacy framework vignettes and activities.

Instructional Preparation—Purpose:

- Heighten students' interest and understanding
- Establish purpose or goals of lesson
- Activate prior knowledge
- Build background knowledge of content or strategy
- Focus attention and thinking
- Introduce key concepts and information

Instructional Preparation—Examples:

- Relate to personal experiences
- Previewing information–materials
- Advanced organizers
- Brainstorming/webbing
- Questioning techniques
- KWL strategies
- Predicting
- Preteach vocabulary
- Preteach or review strategy
- Visual demonstrations, illustrations, models
- Mini-lesson

Instructional Prompts—Purpose:

- Organize information
- Build whole-part relationships
- Cue associations–connections
- Highlight and clarify essential concepts
- Generate classifications–comparisons
- Activate recall
- Summarize

Instructional Prompts—Examples:

- Graphic organizers
- Semantic organizers
- Outlines
- Mnemonics
- Analogies
- Imagery
- Feature analysis
- Color coding
- Highlighting/underlining
- Segmenting techniques–task analysis, chunking
- Key words/labels
- Writing frames/templates
- Notetaking guides
- Restatement or clarification of oral directions
- Directions on overhead or board
- Cue cards
- Pictures
- Movement cues

Instructional Applications—Purpose:	Instructional Applications—Examples:
· Simplify abstract concepts · Provide concrete examples · Extend ideas–elaborate understanding · Build connections–associations · Relate to everyday experiences · Promote generalization · Engage multiple modalities	· Hands-on activities · Constructions · Dramatization · Props and manipulatives · Illustrations · Music or movement · Drawing or painting · Graphics and charts · Field trips · Guest speakers · Interviews/surveys · Personally relevant actions · Real-life applications (write letter to editor) · Model process–"think aloud" · Examples and nonexamples · Games and puzzles · Simulations

INSTRUCTIONAL MONITORING

Rationale:. . . . Frequent monitoring of the performance and progress of students with disabilities is essential to ensure that students are in fact understanding and benefitting from learning activities. Monitoring provides teachers with a means of obtaining information about students and their ability to participate effectively in learning activities. It also provides a means for teachers to determine when and how to adjust learning activities and instructional supports to promote student development. Equally important is student self-monitoring, self-evaluation, and self-management to promote student self-reflection and self-direction regarding tasks demands, goal attainment, and performance accuracy.

Instructional Monitoring—Purpose:	Instructional Monitoring—Examples:
· Provide periodic (ongoing) check for understanding · Redirect attention · Direct on-task behavior · Promote participation · Check progress · Assist in goal setting · Establish time lines · Clarify assignments, directions, instructions · Provide reinforcement; corrective feedback · Promote strategy use and generalization · Manage student behavior–interactions · Develop self-questioning and self-regulation	· Goal setting · Anecdotal records/graphs of progress towards goals · Self-monitoring checklists · Rubrics · Time lines for assignments · Think-alouds · Journal entries · Portfolios · Conferences · Peer reviews · Questioning techniques · Student contracts · Reward system

CLASSROOM ORGANIZATION

Rationale:. . . . Students with disabilities may require specific adaptations to classroom organization in order for them to actively engage in the concepts and processes addressed through the framework activities.

Purpose: . . . . The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Instructional Groups—Examples:

- Cooperative learning groups
- Peer partners
- Buddy systems
- Teams

Instructional Support*—Examples:

- Assist physically
- Clarify
- Prompt–cue
- Gesture–signal
- Interpret
- Reinforce
- Highlight
- Organize
- Focus

*from another individual

Environmental Conditions—Examples:

- Classical background music to enhance concentration
- Variety of workspace arrangements (individual, small and large group)
- Privacy work spaces–carrels
- Conferencing area
- Wall posters to enhance memory and self-reliance (e.g., directions, steps)
- Organizational tools–labeled bins or cabinets for materials, assignments, or supplies
- Seating arrangements–minimize distractions, provide positive student models

Instructional Materials/ Adaptive Equipment—Examples:

- Materials for a range of readability levels
- Books on tape
- Directions on tape
- Tape recorder
- Simplified written directions
- Adjusted formats (spacing, item arrangement)
- Personal computers
- PC software (e.g., Dragon Dictate–writing; Ultimate Reader–reads text on Internet aloud; Inspirations–mapping/outlining)
- Speech synthesizer
- Communication board
- Close-captioned video–TV/decoder
- Braille
- Enlarge print
- Low-vision equipment (e.g., clock)
- Talking watch–calculator
- Lap board
- FM system
- Large-diameter or modified pencil grip

STUDENT RESPONSE

Rationale:. . . . Students with disabilities may require specific adaptations in order in demonstrate acquisition, recall, understanding, and application of language arts literacy processes in a variety of situations with varied materials while they are developing proficiencies in these areas.

Purpose: . . . . The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the language arts literacy framework vignettes and activities.

Response Formats—Examples:

- Dictation to peer/adult/tape/PC
- PC/multimedia for composition/response
- Video/audiotapes
- Braille writer
- Sign to interpreter
- Information/graphic organizers
- Illustrations–posters, collage, mural
- Diagrams (e.g., Venn, plot)
- Constructions–models, dioramas, mobiles
- Songs, raps, or poems
- Brochure
- Game or puzzle
- Flip book
- Create test questions
- Journal entries
- Portfolio entries
- Gallery walk
- Role play
- Debate
- Presentation/oral report
- Teach a lesson

Response Procedures—Examples:

- Extended time
- Practice exercises
- Interpreter
- Use of preferred response mode (e.g., written, dictated, oral)

INSTRUCTIONAL ADAPTATIONS—LANGUAGE ARTS LITERACY FRAMEWORK

Core Curriculum Content Standard: 3.5 Indicator: 1 Elementary-Level Activity

Instructional Presentation

Instructional Preparation: Activate prior knowledge

Activating prior knowledge requires students to think about what they already know, or think they know, about a topic before new information is presented. Making students aware of what they already know helps them to develop associations between new and previously acquired information, thereby enhancing memory. Recording and organizing students' ideas as they are generated can aid in understanding and recall of information.

Elementary-Level Activity: Preparation for reading *Little House on the Prairie*

- Listen to and sing familiar songs of the Old West (e.g., "Home on the Range," "Happy Trails to You").
- Activate prior knowledge through class discussion and creation of an A-Z chart on "What I Know About the West."
- List and discuss four categories about life in the Old West: transportation, school, jobs, and clothing, to focus students' attention before they view pictures about the West.
- Circulate a model of a Conestoga wagon and pictures of the Old West to students in cooperative groups.
- Direct student groups to complete a four-section chart by listing or drawing what they see about life in the Old West.

Instructional Groups

- Cooperative learning groups (4 members) view pictures of the wagon and the Old West and complete the four-section chart.
- To promote participation within the group, the sections of the chart are rotated so that each person has a turn to add one item (word or drawing) to each category.
- Each student has an option to pass after listing at least one idea per category.
- The group continues to work until all ideas are listed.
- Each group displays and shares its chart with the class.

Environmental Conditions

- Use Western music as an introductory singing activity, and later play softly as background music while students work.
- Organize cooperative learning group areas with sufficient space for students to work with large chart paper to complete the four-section chart.

Instructional Materials/Adaptive Equipment

- A–Z chart
- Model of Conestoga wagon
- Pictures of the Old West
- Four-section chart on poster paper
- Markers

Motivation

- Singing familiar songs
- Viewing old pictures and wagon model
- Talking and working with other students in cooperative groups
- Responding in a variety of ways

Student Response

- Each student contributes to the group discussion and final product.
- For individual accountability, each student uses a different color to write responses and signs his or her name to the bottom of the chart in that color.

A to Z Chart

What I Know about the Old West

Arrows

Bows
barns

Cowboys
cactus
cattle

Dust bowls
dangerous

Education in one-room schoolhouse

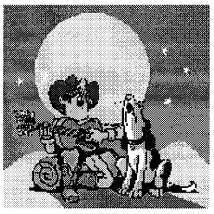
Fighting between Indians and Settlers
forts

LIFE IN THE OLD WEST

Transportation

School

Jobs



Clothing

INSTRUCTIONAL ADAPTATIONS—LANGUAGE ARTS LITERACY FRAMEWORK

Core Curriculum Content Standard: All Indicator: All Elementary-Level Vignette

Instructional Presentation
Instructional Preparation: Vocabulary development—Word wall

A **word wall** is a large visual display of vocabulary words and their definitions that serves as a visual reference for spelling and meanings. Word walls can be created for particular themes or units of instruction. Words can be selected because of a student's interests or because the teacher has identified these words as important for students to learn. As a ready reference, word walls promote student independence in discussion, reading, and writing activities.

Elementary-Level Vignette: Thematic Unit—From Research to Oral Production

- Create a word wall posting new vocabulary and definitions for all to see.
- Write each word and definition on long strips of paper.
- Organize the words alphabetically and adjust the sequence as additional words are added.
- Leave space between words beginning with a new letter of the alphabet to aid in location.
- Students can also maintain their own vocabulary logs as a permanent record and reference guide.

Instructional Groups

- Individual or groups of students can identify and suggest words for the word wall prior to or during the course of reading or writing activities.
- Students individually may study the spelling of their new words using the "see, say, finger trace, cover, write, and check method."
- As part of the daily routine, student pairs can spend a few minutes reviewing each other's knowledge of new words.

Environmental Conditions

- Display wall

Instructional Monitoring: Student Self-Management

- Students can keep track daily of the number of new words learned.

Instructional Materials/Adaptive Equipment

- Paper strips
- Colored markers
- Student vocabulary logs organized alphabetically

Instructional Support

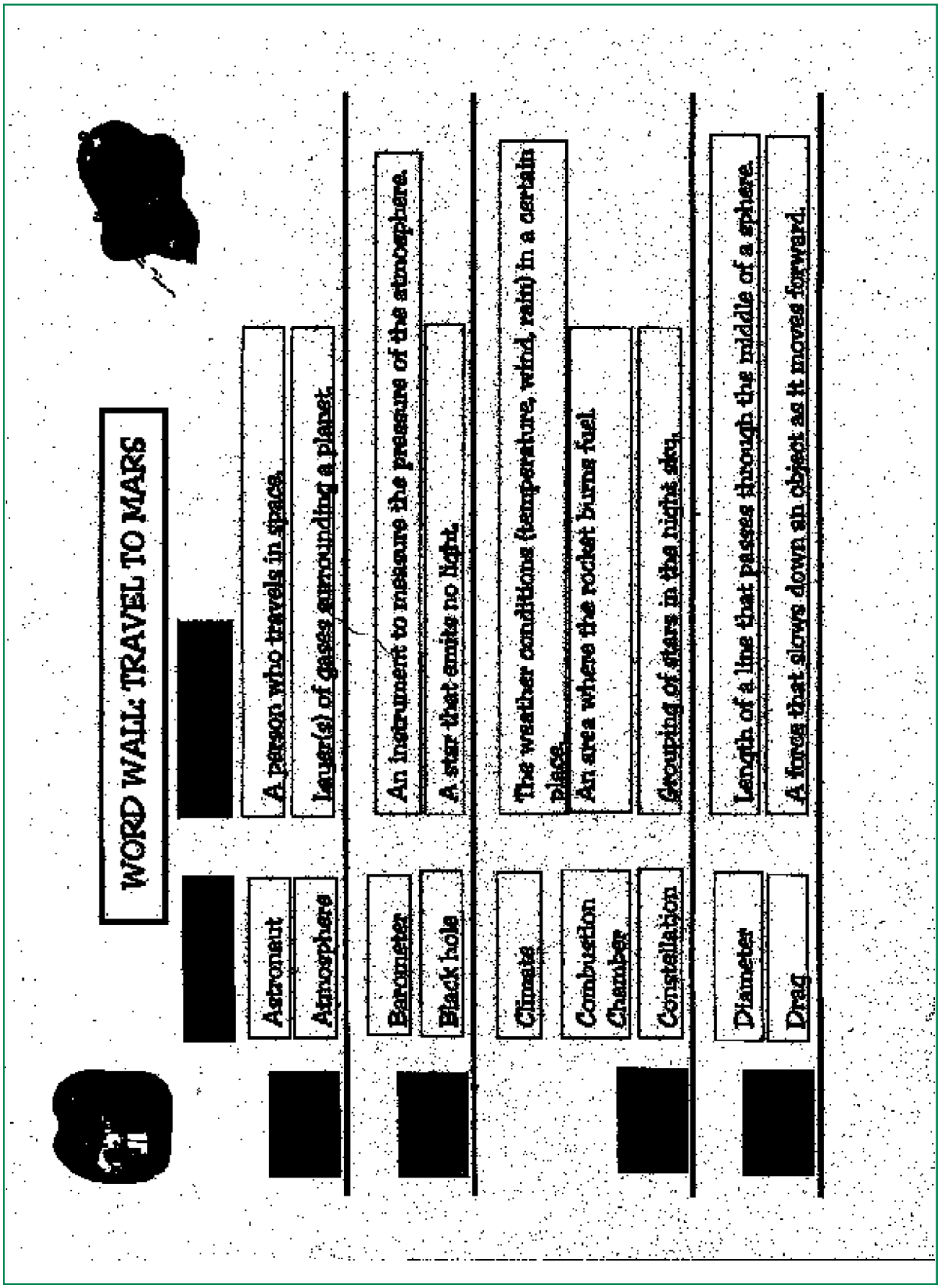
- To assist some students who may have difficulty seeing or copying words and their definitions from a distance, provide a teacher's handwritten or typed copy of these words, which students may use at their desks as they enter the words and definitions into their personal logs.
- To assist students with fine-motor difficulties, provide access to a PC and printer to maintain their vocabulary logs.

Motivation

- Student-identified words are ones students are eager to learn.
- Students can keep track daily of the number of new words they have learned.
- Post the names of students who have mastered a certain number of new words—Word Wall Champs!

Student Response

- Each student maintains his or her log.
- Use the word wall in class literacy activities.
- Include daily peer review and assessment (oral or written).


WORD WALL: TRAVEL TO MARS
Astronaut
A person who travels in space.
Atmosphere
Layer(s) of gases surrounding a planet.
Barometer
An instrument to measure the pressure of the atmosphere.
Black hole
A star that emits no light.
Climate
The weather conditions (temperature, wind, rain) in a certain place.
Combustion Chamber
An area where the rocket burns fuel.
Constellation
Grouping of stars in the night sky.
Diameter
Length of a line that passes through the middle of a sphere.
Drag
A force that slows down an object as it moves forward.

Student Vocabulary Logs

A page 2

Word	Definition	Memory Cue
1. Astronaut	space explorer	 Astro = star Naut = navigate
2. Atmosphere	layers of "gases" surrounding a planet (Earth)	

D page 4

diameter	length of line that passes through the middle of a sphere	 di = two

INSTRUCTIONAL ADAPTATIONS—LANGUAGE ARTS LITERACY FRAMEWORK

Core Curriculum Content Standard: 3.3 Indicator: 15 Middle-Level Activity

Instructional Presentation

Instructional Preparation: Mini-lesson—Business letter format
Instructional Prompt: Graphic organizer—Templates

A **mini-lesson** is a short, focused instructional activity to introduce, clarify, or review a concept, procedure, or strategy. Use of demonstrations, models, and illustrations reinforce key elements of the lesson. The short time span and focused nature helps to maintain student attention and understanding.

Templates are a form of graphic organizer that provides a visual illustration to guide the preparation of a document. Templates include the type of information needed and the physical arrangement of that information. The visual display of the complete layout serves as an supplement to text or verbal directions, which is helpful to students who have difficulty following linear directions.

Middle-Level Activity: Conducting research and writing persuasive letters to various audiences

- As part of their research activities, students will write letters requesting information from various sources.
- Before students begin writing, conduct a mini-lesson on business letter format using an overhead with teacher-developed templates to model writing the business letter and addressing the envelope. Label key parts of the business letter with colored highlighters.
- Demonstrate using the an almanac as a source for business addresses.
- Review positive and negative models of business letters requesting information on an overhead. Identify the strengths of the positive models and the missing elements and weakness of the negative models.

Instructional Groups

- As guided practice, brainstorm a list of possible topics based on students' selected research interests.
- Each student selects one topic and writes a business letter requesting information using the template.
- Pairs review and provide suggestions for revising and editing partner's work using the Writing Workshop process.
- Volunteers share their work for class review and comment.

Environmental Conditions

- Set up interest centers around the room with books, magazines, and newspapers to spur student interest and serve as resources for topic selection and research. Provide time for students to explore these materials.
- Students are seated together in pairs.

Instructional Monitoring: Student Self-Management

- Students can examine the information they receive in response to their written request. Questions to consider might include: Did they receive what they expected? Were they clear in their written request? Is follow-up necessary?

Instructional Materials/Adaptive Equipment

- Almanacs
- Local newspapers
- Popular magazines (e.g., *Time* and *Newsweek*)
- Access to Internet

Instructional Support

- Enclose a teacher's note with the students' letters, explaining the class activity and encouraging a response.

Motivation

- Letter writing is done for a real purpose.
- Students will receive responses to their letters.
- Encourage students to bring in resources from home to add to the classroom interest centers. Use these resources to identify and research topics of personal interest.

Student Response

- Students will mail the letters requesting information for their research.

TEMPLATE FOR BUSINESS LETTER - BLOCK FORMAT

Your street address
Your city, state ZIP
Today's date

4 spaces

Addressee's Name/Company
Addressee's street address
Addressee's city, state ZIP

2 spaces

Salutation:

2 spaces

Body of letter (flush left) _____
_____
_____
_____

2 spaces

_____
_____
_____

2 spaces

Closing,

4 spaces

Signature
Typed Name

TEMPLATE FOR ADDRESSING A BUSINESS ENVELOPE

Your name
Your street address
Your city, state ZIP

ADDRESSEE'S FULL NAME

ADDRESSEE'S STREET ADDRESS

ADDRESSEE'S CITY STATE ZIP

*Use the two-letter postal abbreviation - no periods
(Examples: New Jersey = NJ; Pennsylvania = PA; Delaware = DE)

As of July, 1998 the US Postal Services has requested that all mail be addressed using all caps and no punctuation except for the hyphen in nine-digit ZIP codes.

INSTRUCTIONAL ADAPTATIONS—LANGUAGE ARTS LITERACY FRAMEWORK

Core Curriculum Content Standard: 3.2 Indicator: 6 Secondary-Level Activity

Instructional Presentation

Instructional Preparation: Mini-lessons—Strategies for notetaking
Instructional Prompt: Notetaking formats

Notetaking strategies and formats provide students with organizational structures and strategies to assist with listening and taking notes during lectures. Determining what information to attend to and how to write that information in key words and phrases within useful formats are sophisticated skills requiring substantial instruction, modeling, and guided practice.

Secondary-Level Activity: Listening to lectures and taking notes

- Instruct students on different techniques for taking notes: Cornell method, mapping, and outlining. Introduce each strategy or format in short sessions with familiar, high-interest topics (e.g., rock stars).
- Model notetaking on an overhead and discuss the rationale for decisions made. Emphasize: (1) cues to determine important information (e.g., restatements, ordering words, notes on the board); and (2) patterns to record (e.g., cause and effect, sequence).
- Ask students to identify the patterns and cues used in their different classes.
- Provide guided practice with peers and the opportunity for students to compare notes taken.
- Show models of notes already taken in several formats on overhead.
- Have students try to reconstruct the important points of the lecture as a group.

Instructional Groups

- Pair students to include one person with greater proficiency.
- Partners share and compare their guided-practice notes, with each student helping the other to determine strengths and at least one thing to target for improvement.

Environmental Conditions

- Place students who have difficulty attending in the center of the room to have a direct view of the board and teacher.

Instructional Monitoring: Student Self-Management

- Students can write journal entries responding to questions concerning: the strengths of their notetaking; areas they are trying to improve; and changes they have seen over time.

Instructional Materials/Adaptive Equipment

- Videos for guided practice (with teachers in the school)
- Laptops with notetaking templates for students with fine-motor difficulties
- Partially completed outlines for students who require assistance in noting key information

Instructional Support

- Share notetaking strategies targeted in instruction so other teachers can provide helpful visual and verbal cues during lectures to reinforce students' application of the new skills.

Motivation

- Introduce the activity by showing a video of a person giving a speech and instructing students to record every word the person says. Afterwards, discuss the difficulty of recording every word since a person usually says 285 words per minute. The need to find an alternative provides the incentive to learn.
- Use high-interest topics for mini-lessons on strategy.
- Provide rewards for students who can decipher notes and identify important points of the lecture.

Student Response

- Students who require more time to process information may tape lectures and take notes on them later. Provide these students with copies of the teacher's or another student's notes to read as they listen again to lectures at their own pace. The students can add their own summary comments.

Cornell Notetaking Method

LECTURE DATE

TITLE OF LECTURE

QUIZ COLUMN
Use this column to create questions to go with the lecture notes. Questions help students study.

THINK ABOUT

How much space do you need for the quiz column?

How can you keep up with the speaker?

Why should you read your notes aloud when you go home?

Notes are written in this space.

They have a lot of white space around them to separ. imp. points.

Notes are writ. w/symbols & abbrev. & sometimes w/o vowels like ths so that a prson trying to kp up will be abl to.

Lots of people use numbers to keep points organized

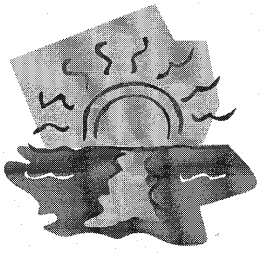
1. math symbols such as + and = help 2
2. ⇒ s help people to see relationships

Reread aloud all that you take down in note form — helps memorize.

Page #

Map for "Where is Water"

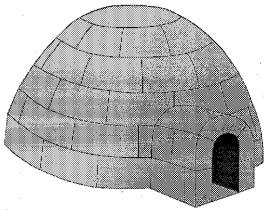
Forms of Water



Liquid

What are some examples of liquid forms of water?

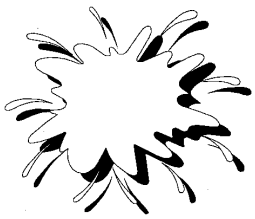
- Rivers
- Oceans
- Lakes
- Rain
- Puddles



Solid

What are some examples of solid forms of water?

- Ice
- Hail
- Glaciers
- Icebergs
- Snow



Vapor

Where can you see vapor?

- Clouds
- Breath
- Fog

Summary: There are three major forms of water.

INSTRUCTIONAL ADAPTATIONS—LANGUAGE ARTS LITERACY FRAMEWORK

Core Curriculum Content Standard: 3.2 Indicator: 3 Elementary-Level Activity

Instructional Presentation

Instructional Prompt: Multisensory cues
Instructional Application: Games

Multisensory cues provide varied sensory cues to heighten awareness of and association with new information. Multiple cues requiring students to touch, hear, see, say, and/or move provide multiple learning modalities that appeal to diverse learning styles.

Games are fun methods of reinforcing learning by providing an opportunity for repeated practice of new information or procedures. Games, which can be organized as whole-class or small-group activities using a variety of formats, are highly motivating to students and provide additional learning experiences, especially when the activities are structured to provide high levels of responding by all students.

Elementary-Level Activity: Listening for "s" and "sl" sounds in a poem

- Provide each student with a hand mirror.
- Activate prior knowledge of the sound by displaying a large card with the letter /s/ and asking students to make the sound in unison as they look, first at the teacher and then at the mirror.
- Discuss the way the mouth looks and feels, and prompt students to attend to the position of the lips, teeth, and tongue as they make the /s/ sound.
- Ask the class to think of as many words as they can beginning with the sound the letter /s/ makes. Write these words on the board and highlight the letter /s/ in a different color.
- Introduce a large card with the letter /l/ and review the sound and sensory cues with the mirror.
- Slide the /l/ card next to the /s/ and blend the sounds using the mirror and multiple sensory cues.
- Generate a new list of words beginning with the /sl/ sound and highlight these letters in a different color.
- Play a visual or auditory yes/no game to be sure students are discriminating the initial sounds (see attachment).

Instructional Groups

- Work in large groups for the initial review of sounds.
- As a follow up to reading the poem, peer partners might work together to write an additional line and illustrate the poem using /s/ and /sl/ words.

Environmental Conditions

- Seat students in a semicircle close to the teacher.

Instructional Materials/Adaptive Equipment

- Hand mirror for each student
- Large letter cards /s/ and /sl/
- Yes/No and picture signs for the game

Instructional Support

- Observe closely students who have difficulty discriminating sounds to ensure students are participating and attending to multisensory cues.
- Review cues during the game to reinforce discriminations as needed.

Motivation

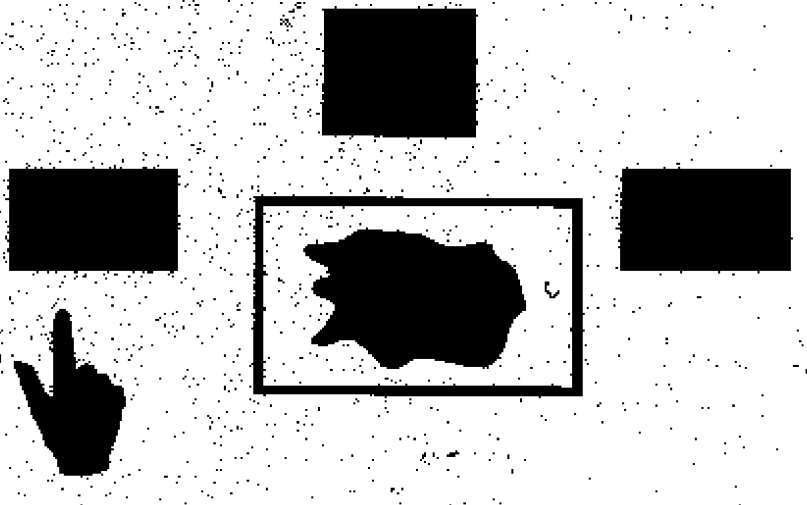
- Students enjoy the movement and a high rate of responding in the game.
- Provide chicken soup to “sip” and “slurp”.

Student Response

- Choral responding during whole-class activity

Yes/No Game

1. Post two signs some distance apart at the front of the room. One sign with the word YES and the other with the word NO.
2. Post the key sound card (/S/) between these two words.



VISUAL FORMAT

1. Select pictures of familiar objects and actions that include the /s/ and /sl/ sounds.
2. Begin by using only the /s/ sound and pictures that have very different beginning sounds (e.g., /m/, /a/, /p/, /h/) made by different parts of the mouth.
3. Tell students what they will be listening for - the /s/ sound- as they look and say aloud the name of each picture.
4. Model the display of each card and students' expected response.
5. Exaggerate the beginning sound of each picture as you say the name and display it for the students.
6. The students repeat the picture name and then point to the YES or NO card.
7. After each /s/ picture is identified, have the students repeat the word aloud and the beginning sound. (Snake begins with the /s/ sound, /s/nake.

AUDITORY FORMAT

The teacher uses the same procedure but presents the words orally without picture cues.

INSTRUCTIONAL ADAPTATIONS—LANGUAGE ARTS LITERACY FRAMEWORK

Core Curriculum Content Standard: 3.4 Indicator: 29 Secondary-Level Activity

Instructional Presentation

Instructional Preparation: Advanced organizers
Instructional Prompt: Highlighting and notation

Advanced organizers structure student attention and thinking before an activity begins by making explicit key information students are to learn. Advanced organizers, which may be presented in such forms as charts, pictures, verbal directions, or questions, provide a focus for learning, particularly for those students who have difficulty independently determining what is important to know.

Highlighting and **notating text** not only increases attention to key words or sentences (which aids memory) but also facilitates locating information again. Highlighting can be done by marking text with colored pens, underlining, or bracketing. Writing key words or symbols in the margins aids comprehension and recall.

Secondary-Level Activity: Review of an author's work

- After reviewing the definition and popular examples of literary criticism, brainstorm and list key elements of a literary review.
- Categorize these ideas and display a group chart of key elements as an advanced organizer. Tell students they will be looking for these elements as you read a review aloud.
- Using the overhead, read aloud a review of an author whose work the class has read. On the second reading, model "thinking aloud" by pausing after each paragraph to identify any elements listed on the chart. Underline and note in the margin the element(s) found.
- Provide guided practice to complete the review by having students identify key elements.
- Demonstrate how to use a notetaking guide to record comments under each category.
- Demonstrate how to use the notetaking guide to summarize the reviewer's comments and respond to the question of change (see attached illustration).

Instructional Groups

- Pair students with complementary abilities for guided-practice activities.

Environmental Conditions

- Post a chart with elements of literary criticism on the wall and refer to it as you demonstrate how to identify and note each element.

Instructional Monitoring: Student Self-Management

- Use the notetaking and summary sheet to structure group work.

Instructional Materials/Adaptive Equipment

- Chart with elements of literary criticism
- Student notetaking guide
- Summary response form

Instructional Support

- Model and demonstrate "thinking aloud."
- Monitor by circulating and reviewing pairs' work.
- Peers help each other identify and explain the selection, recording, and summary of each element.

Motivation

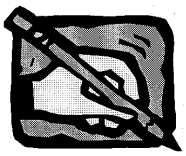
- Use authors that students have enjoyed and studied to provide a meaningful context.
- This activity might be a culminating activity at the end of a unit on a particular author.

Student Response

- For individual accountability, each student is responsible for completing the notetaking and summary response sheets.

Literary Criticism

- Characters & Setting
- Plot
- Language
- Theme
- Other Works
- Author's Life
- History & Society



Notetaking Guide: for Literary Criticism

Page # Para #	Key Elements
	Plot:
	Characters:
	Language & Style:
	Themes:
	Other Works:
	Author's Life:
	History & Society:

Literary Review Summary

Name of Author: _____

Source of Literary Criticism: _____

Question
How did the reviewer describe the plot?

How would that description change today?

Question
How did the reviewer compare this work with others that the author has written?

How would that comparison change today?

Question
How did the reviewer think that the author's life had influenced his work?

How would the reviewer's opinion change today?

Question
How does the reviewer relate what happens in the literary work to what was happening in the world at that time?

How would the literary work relate what is happening today?

Question
What does the reviewer consider to be the major themes of this work?

How would that change today?

INSTRUCTIONAL ADAPTATIONS—LANGUAGE ARTS LITERACY FRAMEWORK

Core Curriculum Content Standard: 3.5 Indicator: 10 Middle-Level Activity

Instructional Presentation

Instructional Prompt: Graphic organizer—PMI chart

Graphic organizers are a visual means of structuring information to aid attention, comprehension, and recall of important information. Graphic organizers can structure information categorically through maps or charts or illustrate patterns such as sequence of events, cause and effects, or problems and related solutions. Organizing information spatially, assigning labels to categories, and synthesizing supporting information in a few words reduces reading, writing, and memory demands.

The **PMI chart** is one type of graphic organizer containing prompts to record observations about the strengths and weaknesses of a situation, event, or in this case, a celebrity. "P" stands for pluses about the character, "M" stands for minuses, and "I" indicates a summary of interesting observations.

Middle-Level Activity: Viewing celebrities on TV and recording observations

- Define the terms *celebrity* and *fame*.
- Preselect for class discussion characters that demonstrate both positive and negative characteristics, for example, Michael Jordan/Dennis Rodman; Sinbad/Eddie Murphy; Spice Girls/Li'l Kim; Garfield/Beavis and Butthead
- Create and display a class checklist of characteristics that contribute to celebrity.
- Discuss how appearance and actions, which are observable, can serve as evidence to support students' opinions of a celebrity's positive or negative characteristics.
- Discuss and demonstrate the power of body language.
- Demonstrate on an overhead how to complete a PMI chart to record student observations about the celebrities identified above.
- Provide guided practice for watching short video segments of TV talk shows, and recording and justifying observations and opinions about them.

Instructional Materials/Adaptive Equipment

- PMI chart
- Preselected video clips

Instructional Support

- Model creating a PMI chart.
- Emphasize recording observable behavior as evidence to support students' opinions.

Motivation

- Select celebrities relevant to students' ages.
- Have students create a parallel positive and negative chart based on celebrities they choose.

Student Response

- In class discussion or in journal response, students consider the following: Does celebrity justify inappropriate behavior? Is money the common denominator defining success?

PMI CHART



Pluses about this character: Positive characteristics of this celebrity	**Minuses** about this character: Negative characteristics of this celebrity	**Interesting** things about this character: Unusual or interesting things about this celebrity
Celebrity 1		
Celebrity 2		
Celebrity 3		
Celebrity 4		

INSTRUCTIONAL ADAPTATIONS—LANGUAGE ARTS LITERACY FRAMEWORK

Core Curriculum Content Standard: 3.3 Indicator: 9 Elementary-Level Activity

Instructional Presentation

Instructional Application: Manipulatives
Instructional Prompt: Graphic organizer—Color poetry guide

Manipulatives are concrete objects that students can see, touch, and move. Having students perform activities with manipulatives makes learning fun and develops understanding of abstract ideas or concepts.

An **information organizer** is a type of graphic organizer used to record students' ideas or information obtained from discussion or readings. Headings provide prompts to focus students' thinking and direct their activity.

Elementary-Level Activity: Similes

- Use a grab bag filled with everyday objects to generate simile sentences. Ask students to take turns feeling an object and describing how it feels. Record students' descriptions on the board.
- When the mystery object is revealed, ask students to use the descriptive words to make a sentence comparing the mystery object to something else: "Cotton is soft and fluffy like a cloud".
- Introduce the concept of simile to refer to the "colorful" descriptions students just made using key words "like" and "as".
- Read aloud *Hailstones and Halibut Bones* by Mary O'Neil, as students read along, and then discuss with students how colors are compared to objects. Stop at each simile, and add it to the simile chart.
- Display a rainbow of different colors, and ask students to choose their favorites.
- Demonstrate on an overhead how students can create color similes using the Color Poetry Guide.
- Work in cooperative groups to record ideas for creating color similes.

Instructional Groups

- Students work in cooperative groups to generate ideas for color similes.
- Role assignments include: recorder, reader, and timekeeper.

Environmental Conditions

- Create classroom wall displays using examples of similes from book and poetry selections.
- As students complete their similes and illustrations, create a special display for student authors.

Instructional Materials/Adaptive Equipment

- Students read silently in a copy of the teacher's book.
- An audiotape of *Hailstones and Halibut Bones* is available for students to listen to as they reread the book.

Instructional Support

- Circulate as students work in groups to ensure that students understand the concept of similes and are completing their tasks.

Motivation

- The grab-bag mystery game creates suspense and excitement.
- Choosing their own color prompts students' personal associations.

Student Response

- Students create individual simile books with illustrations as an ongoing project throughout the year.
- Students can create "sunbursts" using paper plates painted in their favorite color with their color simile displayed in the center.

Color Poetry

My color is _____

What things look like your color?	What things sound like your color?
What things smell like your color?	What things taste like your color?
How does your color feel?	Can you think of any places your color reminds you of?
How does your color make you feel?	Color similes _____ (Color) is like _____ _____ (Color) is like _____ _____ (Color) is like _____ _____ (Color) is like _____

INSTRUCTIONAL ADAPTATIONS—LANGUAGE ARTS LITERACY FRAMEWORK

Core Curriculum Content Standard: 3.3 Indicator: 8 Middle-Level Activity

Instructional Presentation
Instructional Application: Role-playing

Role-playing is a creative way for students to develop and express their understanding and interpretation of information. Students who have difficulty with traditional learning and response modes of reading or writing may experience success by acting out their ideas. Creating and portraying dialogue and actions to illustrate different ideas promotes development of higher-order thinking.

Middle-Level Activity: Writing summaries of common themes

- Define and review themes of works students have read.
- Display the themes and related works on a chart for reference.
- To help students integrate their understanding of these themes, arrange students in cooperative role-playing groups and give each group a brief written description of a different scenario and theme to portray. Scenarios are based on familiar life experiences.
- Students are instructed to prepare their own actions and dialogue using exaggeration to help their classmates identify the theme.
- On the day of the performance, students are given an answer sheet to identify and explain the theme of each scenario. They are also asked to identify a work they have studied with a similar theme.
- Teams receive bonus points if the majority of their classmates are able to correctly identify their theme.

Instructional Groups

- Select groups to include both extroverted and introverted members.
- Instruct groups to emphasize clues to their themes though they cannot mention the theme directly in their role-play.
- Encourage students to use props to enhance their performances.
- Provide time for teams to develop their skits.

Environmental Conditions

- Cleared area for performance and audience viewing

Instructional Monitoring: Student Self-Management

- At the end of the activity, students complete an evaluation, rating their contribution to the success of the group as well as their group's ability to complete the task. The self-evaluation will include the following: (1) what they did well and (2) what they could improve next time.
- Evaluations will be shared with group members.
- Grading will be based on the individual's self reflection and effort to help the group complete its task.

Instructional Materials/Adaptive Equipment

- Scenarios that appeal to student interests

Instructional Support

- Monitor the development of portrayals to ensure that students are clear in understanding and illustrating their theme.
- Monitor that all students are participating actively in the creation and portrayal.

Motivation

- Role-playing provides students with freedom of expression.
- Videotaping facilitates follow-up class discussion and review.

Student Response

- Students' understanding of themes will be expressed through their own group's portrayal of a theme as well as their observation of the themes introduced through their classmates' role-plays.
- Written responses will summarize students' understanding of themes by relating the themes to real-life experiences as well as works they have read.

Name:_____ Date:_____

GREAT THEMES

Human Spirit	**Change**	**Rebellion**	**Heroism**
Crime & Punishment	**Love**	**Disillusionment**	**Greed**

Directions: For each role play,

1. List the **theme**
2. List the **title of a book** we have read that has the **same theme**.
3. Explain **why the theme** is the **same**.

Role Play

1. Theme	Book Title	Explanation

2. Theme	Book Title	Explanation

3. Theme	Book Title	Explanation

4. Theme	Book Title	Explanation

INSTRUCTIONAL ADAPTATIONS—LANGUAGE ARTS LITERACY FRAMEWORK

Core Curriculum Content Standard: All Indicator: Middle-Level Vignette

Instructional Presentation
Instructional Prompt: Planning guide

Planning guides, which help students organize their thinking before they begin a task, are particularly useful for those students who have a tendency to begin work without carefully considering what they must do or how they must do it. Planning guides contain key elements and/or steps to complete the activity appropriately. Students should be taught how to use their guides as they are working to help them follow their plans.

Middle-Level Vignette: Comic Strip Creation

- After reviewing the parts of a comic strip, display a sample comic strip on the overhead with the final scene omitted.
- Form cooperative groups to create a final scene and to explain the conclusion.
- Demonstrate on the overhead how to use the planning guide to create a comic strip.
- Working in pairs, students complete their planning guides to sequence events prior to drawing.
- Circulate as students are working on their guides to monitor clarity and logic of their work.
- Display completed work in a gallery tour and ask students to discuss their planning process as well as their product.

Instructional Groups

- Form pairs to complete the planning guide and develop the comic strip.
- Distribute students with artistic as well as verbal abilities.
- Identify roles for each activity. The planning guide might have a recorder and reporter. The comic strip might have an artist as well as a dialogue recorder.

Instructional Monitoring: Student Self-Management

- Students use the planning guide prior to drawing their comic strip and refer to the guide as they draw their scenes.

Instructional Materials/Adaptive Equipment

- Overhead and handout of an incomplete comic strip
- Comic strip planning guide
- Outline of four panels to draw the comic strip

Instructional Support

- Teacher demonstrates how to use the planning guide.
- Partners help each other to plan and develop the comic strip.
- Additional guided practice may be needed before students are asked to create a comic strip on their own.

Motivation

- Comic strips are intrinsically interesting to most students.
- Displaying their work in a gallery tour provides an opportunity for students to show off what they have done to their peers.

Student Response

- After students complete the planning guide and comic strip, both students sign their products. The partners then present their work, describing their process and explaining their comic strip.
- As a follow-up, each student develops a comic strip independently.

Comic Strip Planning Guide

Characters: Who are they? _____ What do they look like? _____

Setting: What is the setting for the action? _____

Conflict: What is the conflict? _____

Resolution: How is the conflict resolved? _____

Scene 1	Scene 2	Scene 3	Scene 4
Introduce the characters and setting.	Set up the conflict in two steps.		Show the resolution.

Frame the Action

Plan the action and dialogue to support each scene.

1. Introduction Setting: Action: Dialogue:	2. Conflict Setting: Action: Dialogue:
3. Conflict Setting: Action: Dialogue:	4. Resolution Setting: Action: Dialogue:

Now have fun and draw your comic strip.

ADAPTATIONS FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

New learners of English are often overwhelmed by the language and culture of a new school setting. Most students entering New Jersey schools from other countries have acquired the ability to think, speak, and reason in their home languages. However, they come with various levels of schooling and life experiences. These factors, along with differences in learning styles and physical, social, and intellectual abilities, affect the students' progress in learning and must be considered in the design and delivery of their instructional programs. This chapter of the framework provides teachers of students with limited English proficiency (LEP) with examples and illustrations of specific adaptations for teaching in the content areas.

Who are limited English proficient (LEP) students?

- Students moving to the United States from other countries whose native language is not English.
- Students coming from homes where the first language is not English.
- Students having difficulty speaking, reading, writing, and understanding the English language.

Providing students who are linguistically and culturally diverse with an appropriate education is a national concern. The growing numbers of learners who are considered to be linguistically diverse represent a 38% increase over the past 10 years (*Census Reports*, 1993). A comparison of the Bilingual/ESL program enrollment in New Jersey between September 1987 and October 1997 shows that the number of limited English proficient students increased 41 percent during the ten-year period. New Jersey now ranks seventh in the nation in the number of LEP students. This diversity is further distinguished in the range of circumstances that inform students' identification as second language learners. With such vast differences in the demographic backgrounds of the students, teachers must have access to and use a variety of strategies and materials to address the individual needs of the learners.

Identifying the primary language and assessing the relative English and native language proficiency of students is a critical first step in providing LEP students with an effective language support program. These students vary greatly in their readiness for school, and this initial process of identification and assessment will enable educators to adapt the learning experience to the appropriate skill level of their students. When such practices are not followed, instruction is not as effective, and students struggle in misguided programs with little benefit. For students to prosper in their educational program, teachers need to know who their LEP students are and what these learners know and can do.

The Purpose of Adaptations for Students with Limited English Proficiency

Research supports the notion that children from different cultures or different economic levels differ meaningfully in how they learn. When the native language of the learner is different from the dominant language of the classroom, these differences become all the more pronounced. Regular classroom teachers need to be familiar with and have access to the literature that describes the educational needs of these students. In addition, all teachers, including mainstream educators and bilingual/ESL teachers, must work collaboratively in the sharing of ideas, strategies, and resources for making appropriate adaptations.

The purpose of adapting content lessons for limited English proficient students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. Two factors affect the comprehensibility of language:

- the degree to which the language used is contextualized through visible situations, and
- the student's level of experience and familiarity with the content of the spoken or written text.

Thus, to be successfully communicative, the lessons must be designed to build upon the students' background knowledge and to rely on nonlinguistic cues so that LEP students can comprehend the material and the teacher's messages.

Students' initial progress will also depend on the level of literacy each attained in his or her first language. If a student is a good reader in L_1 (the first language), he or she will be a good reader in L_2 (the second language). Conversely, if a student is a poor reader in L_1, then the same will hold true for L_2. A major goal in bilingual education, therefore, is to ensure that while a student is learning a new language, cognitive development and literacy continue to develop without interruption.

Instructional Strategies for Students with Limited English Proficiency

Adaptation strategies will vary depending on the language proficiency level of the LEP student. Initially, these learners understand little in English and will respond by guessing from context what is expected or by imitating other students. At this stage, the teacher should provide many visual cues, such as pictures, videos, filmstrips, picture books, and demonstration lessons, to aid understanding.

With increasing exposure to English, the LEP student will begin to understand simple language but may not be ready to produce language. During this "silent period," rather than force speaking, the teacher should focus on making speech comprehensible to the student by using simple language and visual aids. For example, the teacher says, "Open your book," as the student listens and observes the teacher opening a textbook. This concurrent demonstration of behavior and modeling of spoken language enables the student to develop constructs—that is, to think—in English.

As the student begins to produce language, s/he will imitate words and phrases used by the teacher and other students but will make many errors. The teacher should support the student's efforts by responding positively to build self-confidence and correcting errors sensitively and judiciously. At this stage, the teacher continues to engage the learner in many classroom activities and asks him or her to respond to questions nonverbally or with simple one-word or short-phrase utterances. Evaluation of student's progress should focus on measuring understanding rather than production.

As the student begins to use speech creatively (spontaneously using previously learned language in a new way), s/he may continue to make many grammatical mistakes and have trouble understanding and producing the complex structures of academic language, even though s/he may appear or sound fluent in a social setting. The continuing aim should be to lower the language barrier by making classroom communication simple and clear. Information should be presented visually by means of graphic organizers, such as semantic webs, charts, and graphs as well as pictures. All students, particularly second language learners, should be encouraged to work in small-group activities, which provide ongoing opportunities to build language proficiency, self-confidence, and respect for the ideas of others. Keep in mind that being limited in English is a temporary situation and that students are capable of attaining full fluency in the language. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect to one's own life in meaningful and engaging ways.

Following is a list of strategies to make classroom communication comprehensible to the LEP student. Many of these strategies are exemplified in the sample adaptations included at the end of this chapter.

Good Teaching Practices

- Learn the backgrounds of LEP students and, working with the ESL/bilingual teacher, plan a lesson that is both culturally and linguistically appropriate.
- Group students flexibly, in small groups based on individual or group interests as well as instructional need or ability. These groups should be fluid and change, depending on the lesson objectives.
- Give clear, simple directions to LEP students. Ask them to retell, in their own words, what you are asking them to do before they attempt a task.
- Model a "lead and support" strategy where the content teacher leads the lesson as the ESL/bilingual educator provides background information and examples that support the lesson.
- Model a "shadow" strategy where the ESL/bilingual educator reiterates in the student's native language or in simplified English the key concepts learned in content areas.
- Paraphrase information and main ideas.
- Reorganize and reinforce information.
- Provide bilingual classroom resources, such as bilingual dictionaries, picture books and dictionaries, and English language encyclopedias for LEP students.

Preparing the Students for the Lesson

LEP students need to develop a clear understanding of the teacher's lesson objectives (e.g., Students will be able to understand the stages of the water cycle, the causes of the Civil War, or how to write a descriptive paragraph). They also need instruction that presents the main concepts of the lesson in a clear, concrete, and comprehensible manner and that excludes all nonessential or ancillary information. Help students conceptualize classroom lessons by translating ideas into concrete form through hands-on activities (e.g., conducting science experiments, recording notes in a learning log, or conducting an interview).

Because LEP students have such varied educational and life experiences, they may need more comprehensive background information than other students. Teachers should not take for granted that these learners will understand or have experience with some of the concepts being taught. The content area teachers should work with bilingual/ESL educators to identify specific problems confronting these students. Instructional preparation should also focus on:

Building background information. This can be done through brainstorming; semantic webbing; use of maps, photos, and illustrations; and use of the KWL strategy.

Simplifying language for presentation. Teachers can use "sheltered English," in which they make content-specific language more comprehensible for LEP students by using short, simple syntactic structures; introducing one concept per sentence; limiting structures to one tense; using the active

voice; substituting common words for unfamiliar vocabulary; and eliminating any unnecessary language or ideas.

Developing content area vocabulary. Vocabulary specific to the content area may be developed through various activities, including the following:

- starting a picture dictionary or word bank;
- teaching the vocabulary appropriate to a given subject before introducing the content;
- reviewing and reinforcing the vocabulary during the content activities;
- labeling objects in the classroom;
- taping vocabulary words in context so that students learn to recognize the words;
- using realia (actual objects, such as a variety of foods or textures) as tools for teaching so that vocabulary becomes real and tangible; and
- encouraging students to use a dictionary to learn or confirm word meanings.

Giving Directions

Routines help create a secure learning environment in which LEP students are able to anticipate what will happen without having to rely solely on language cues. Expectations and routines such as arriving on time or checking homework should be communicated clearly and positively early in the school year so students have these structures to guide them. Working with buddies and peer tutors will also help second language learners acclimate to the school and classroom settings and routines.

Directions should be stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. Students with limited English proficiency are further supported when they have access to a list of commonly used "directional" words such as *circle, write, draw, cut, read, fix, copy, underline, match, add,* and *subtract.* Students can work with a buddy or on their own to find these action words in a picture dictionary and to create their own illustrated file of direction words for future use.

Presenting the Lesson

Because LEP students present such different learning styles and individual needs, teachers should incorporate a variety of strategies in daily classroom activities to ensure that instruction communicates meaningfully to each student. By using multiple strategies and varied instructional tools, teachers increase the opportunities for students to develop meaningful connections between the content and the language used in instruction.

Teaching Strategies

- Simplify vocabulary and sentence structure so that language is uncomplicated and manageable. For example, substitute begins for originates or People think rather than It is believed for those students less able to grasp the language structure.

- Build connections and associations that link new knowledge to what students already know about a subject.

- Provide concrete examples through hands-on activities and techniques that make abstract concepts more comprehensible and enable students to construct meaning:

- Promote understanding using demonstrations and think-alouds that model thinking processes and behavior.

- Present materials in a variety of ways: orally, visually, graphically, and auditorially .

graphic organizers	games and puzzles	student-made flash cards
charts and graphs	simulations	student-made books
surveys and interviews	drawing and illustrations	language experience stories
response journals	tape recordings	role-playing and drama
labeling	word banks	posters

- Elaborate on figurative language and idiomatic expressions, which are not universal figures of speech, through paraphrasing, use of concrete examples, and development of meaningful connections to the context and graphic representations.

- Emphasize key words and phrases using intonation and repetition.

- Summarize key points on the board or an overhead transparency as you speak and model the lesson.

- Include the English language learner in all classroom activities. The more the student feels a part of the class, the higher his or her motivation to learn English.

Organizing the Classroom for Learning

Various classroom organizational patterns and tools can be used to help the LEP student grasp the content. Members of learning groups and pairs should be rotated in order to provide the student with varying language and learning style experiences within the classroom. Consider pairing second language learners with same-language peers. Other grouping strategies include the following:

- flexible grouping (mixed-ability groups based on students' interests/experiences; similar-ability groups based on students' needs/abilities; cooperative groups; or whole-class activities);

- paired learning (peer buddies, pairing more proficient second language learners with less proficient learners; or buddies, pairing same-grade native speakers with second language learners); and

- cross-age tutoring.

In addition, teachers can draw on a number of instructional supports and resources to assist LEP students. Of particular value to these students is ongoing access to visual and auditory support.

Instructional Supports

- Use of bilingual dictionaries in the classroom.
- Use of parent volunteers to tape, transcribe, or prepare a written explanation of difficult concepts in the native language.
- Collaboration between bilingual/ESL and mainstream classroom educators.
- Provision of content area lessons/topics on cassette tape or in written form for learners to take home to study as supplements to class discussion.
- Access to native language content texts, available through the library system, in nearby schools, or from parent or senior-citizen volunteers.

Additional Resources

- Close-captioned video or TV
- Specially taped materials for bilingual/ESL classrooms
- Franklin speaking dictionaries
- Electronic translators
- Computer programs
- Teacher-made adaptations, outlines, and study guides
- High interest/low-reading-level content materials
- Books with audio tapes
- Music plus tape recorder (slows down speech on tape)
- Native language reference materials

Checking for Student Understanding

Teachers need to use a variety of strategies for monitoring student progress and to adjust their strategies and expectations to fit the level of language proficiency of the English language learner. With beginning language learners, emphasis should be on comprehension of named things and actions; more advanced students should begin demonstrating understanding of connections between things and subsequently their ability to articulate the relationship between ideas. Content area teachers should work closely with the bilingual/ESL teacher to identify instructional and assessment strategies that are appropriate to all aspects of the student's development and that permit teachers to expand expectations gradually over the school year.

Successful strategies for monitoring student progress in the content areas include:

- Providing periodic checks for understanding;
- Promoting nonverbal as well as verbal participation;
- Encouraging students to think aloud to practice concepts;
- Modeling responses that provide appropriate information using correct grammar;
- Breaking tasks down into sequentially developed parts using simple language;
- Structuring questions to student's language level (e.g., begin with yes/no and embedded questions and advance to open-ended questions).
- Avoiding use of questioning techniques that contain negative structures, such as *all but*, *everything is _____ except*, or *one is NOT the reason/cause.*
- Rephrasing questions and information when students do not understand the first time.

- Observing student's behaviors for evidence that they understand assignments, directions, and instructions.
- Reviewing student's work for evidence that they understand assignments, directions, and instructions.
- Using visual reviews (e.g., lists and charts) that enable students to show what they know and can do.
- Providing increased "wait time" to allow students time to process questions before responding.
- Providing modified "double" grading to assess the content as well as the structure of responses.

Four over-arching strategies are most effective for helping students from a background of limited English proficiency (LEP) to succeed in content area classes. These strategies include the following:

- integrating activities into thematic units;
- tapping students' prior knowledge and experience;
- teaching learning strategies and scaffold complex tasks; and
- grouping students into a variety of learning groups.

Each of these strategies will be expanded below with specific practices to assist English language learners. Following this, content-specific strategies and sample lesson plans are offered at various grade-level clusters based on the major strategies below. In all cases, the lessons were designed for use with a content area class consisting of five LEP students, 15 or more native English speakers, and a content area teacher. The LEP students participate most fully if they have attained at least an intermediate language proficiency level. For students below that level, the ESL teacher should take the lead in presenting content information.

Strategies for Instruction

1. **Integrate activities into thematic units.** One of the ways students learn best is through repetition: of ideas, of words, of actions. When concepts to be developed are being reinforced across several content areas, students benefit from seeing and hearing the same information or vocabulary over and over. English language learners will have more opportunity to use key words and practice desired skills when they work with the same concepts in several classes. Developing and teaching thematic units across content areas takes joint planning by a number of teachers. Certainly, the ESL teacher needs to be involved in the planning. In many cases, the ESL class can reinforce the language skills needed by the students to successfully complete the content area activities. Often, the ESL teacher can suggest ways to assess the student's understanding without depending heavily on language-based tests. In the case of thematic approaches to learning, it is certainly true that "many hands lighten the load."

2. **Tap student's prior knowledge and experience, which different from that of other students in the class.** In the case of immigrant students as well as others who are acquiring English, prior knowledge cannot be taken for granted. Before introducing a new unit or concept, it is wise to find out what information students already have about it. However, students who have not lived in New Jersey all their lives may have a very different background understanding than those born here. The entire class can be multiculturally enriched, but the need to tap into a variety of students' perceptions and experiences still exists. For example, a New Jersey student's understanding of elephant, ostrich, and llama may simply reflect animals found in a zoo. On the other hand, students from Thailand, Australia, and Peru may think of them as farm animals.

With regard to concepts that are typically American (historical figures, artists, fast foods), teachers are advised to expect little or no background knowledge and to build in first-hand experiences. References to television programs, holiday practices, or geographic areas may mean nothing to LEP students. They will not have mental maps of the United States to draw from when Seattle or Miami are mentioned. They will not be likely to defend the Redskins against the Cowboys, or recognize fireworks as symbolic of July. They will, most likely, know distances to other cities, follow other sports teams, or celebrate different holidays. Teachers need to make every effort to explain concepts related to the lesson; a peer tutor can be enlisted in explaining concepts to LEP students.

3. **Teach learning strategies and scaffold complex tasks.** Much has been written recently about students' needs to develop strategies for learning. Some learners have developed a few strategies to help make sense of their learning. Now, teachers at all levels are encouraged to model and demonstrate thinking and learning strategies. Graphic organizers are invaluable tools to create visual relationships between concepts. All students benefit when information is organized graphically for them. Overtly teaching students to reflect on how they are doing, what they are understanding, and what else they need to know will help them to be successful. Appealing to multiple intelligences within the context of a single unit of study enables students to develop or enhance a variety of skill areas. English language learners may have developed strategies different from those of other students. They can be encouraged to share their own learning approaches with the whole class since it builds self-esteem.

   English language learners need to be challenged by complex concepts, but they will be better able to grasp complexities if tasks or information is scaffolded by what has gone before. As with the effectiveness of thematic units, scaffolding learning by building in foundation skills will aid LEP students' understanding.

4. **Group students into a variety of learning groups.** English is learned most efficiently when it is used to conduct meaningful, natural communication. To encourage English learning, students need many opportunities to talk, use new vocabulary, and to share ideas with their peers. These opportunities are most available to them when they learn in cooperative learning groups, pairs, or other small-group settings. In classes with native speakers of English, LEP students will hear the content area language modeled by their peers, and have more chance to use it when they participate in group work. Students who have not yet attained intermediate proficiency can shadow the work of a native-English-speaking peer in paired work. Students with greater ability can contribute their ideas in groups of four or five while someone else restates the comments in standard oral or written form. Groups can be formed and disbanded into a variety of sizes depending on the nature of the task. LEP students can be grouped together to develop some background cultural knowledge; then a single language learner can be matched with three native speakers to complete a graphic organizer. However, in all cases, limited English learners benefit from working with peers and from having more chances to use the language.

Content-specific strategies for Language Arts Literacy

1. **Cultural concepts**: Story grammar is culture-specific. Not only will vocabulary and details be challenging to limited English proficient students, but the sequence, actions of heroes and villains, and values portrayed are also likely to be unfamiliar. Teachers need to overtly discuss the discourse style of English literature and, where possible, compare that style with the discourse styles of other language groups.

2. **Vocabulary**: Literature is an exceptional source of vocabulary enrichment for all students.

Some of the new words can be simply defined with a synonym or picture; others are part of an assumed background knowledge and will require extensive "filling in" of gaps. Teachers can teach students how to maintain their own literacy dictionaries and to infer meaning from context.

3. **Language functions and structures**: Besides filling in background knowledge needed to understand a story's context, the ESL student needs to be offered a variety of ways to enjoy literature. Some students may listen to a story or listen and read along. They may orally retell the story to indicate comprehension. Others may read and respond cooperatively by writing a group summary. Some may benefit from a modified version of the text; however, these versions often lose the depth and enrichment that is characteristic of good literature. When a video or movie of the story exists, LEP students benefit from viewing the story before reading or viewing a segment at a time followed by a short reading assignment.

4. **Writing process**: LEP students will need to be taught the writing process. These students also benefit from being shown how to organize and sequence their ideas before writing. A writer's planning sheet, or other graphic organizer, can be a very useful strategy for prewriting activities.

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Listening in the Writing Response Groups: Bear Biographies
Primary

Language Arts Literacy Indicators:	3.1 [1, 7-8, 12] 3.2 [1-3, 5-7, 9] 3.3 [1-7, 10-12] 3.4 [2, 4, 8-9, 12] 3.5 [2, 10, 12]
Cross-Content Workplace Indicators:	1 [1] 3 [1-2, 4-5, 10] 4 [2-3, 9]

Students in Mrs. Oliver's class were working on oral and written language skills in a unit on bears. After studying bears to learn about habitat, diet, migration, and hibernation, these students read several fiction and nonfiction big bo about bears. They also brought in their favorite from home, "interviewed" them, and wrote dow important information in their learning logs as preparation for a lesson on writing bear biographies. Children who did not have bears at home had selected from Mrs. Oliver's collection a guest bear who "visited" with them for several days.

Before her students arrived in class, Mrs. Oliver had placed bear paws on the floor of the corridor leading into the classroom. Students entered the room following the paw prints. When they arrived at their desks, students were told to take a moment to write some things they knew about bears. Mrs. Oliver then asked students to share what they had written. As they volunteered their ideas, she wrote each on a felt-backed strip and placed it on the storyboard.

Mrs. Oliver pointed to the list of student responses she had listed on the strips. "We know a good deal about bears. I think we can organize this information." She hung four large felt bear paws on the wall. "Your information answers questions about bears: What? Where? How? and When?" On each paw she wrote one of these words. "We need to decide which question each information strip answers. Help me put these strips under the correct paw."

After they organized the information strips, Mrs. Oliver told the children they would be writing biographies about the bears they had brought from home. "You can use this information, and you can go back to the books you have read for more ideas. You can also use your imaginations. Why don't we write one biography together first about a grizzly bear." Mrs. Oliver began by writing students' volunteered sentences on the board: "My bear is dark and large. He is a grizzly bear. He lives in the north woods." As she wrote, she asked children to point to the paw from which they had gotten information or tell where their idea had come from.

Strategies for Limited English Proficient Students

Use of visual cues, such as pictures of bears, stuffed teddy bears, and other bear realia, helps students associate vocabulary in the new language with their prior knowledge of bears.

Develop understanding of the biography as a genre by telling a two- to three-sentence story.

Assist LEP students with vocabulary development by having them work with a group of English-speaking peers to complete a graphic organizer with information about bears.

Teachers can assist LEP students by labeling and pointing to objects as the activity proceeds.

Classification activities to see relationships between ideas.

As an alternative to independent writing, students in groups of three or four tell one another a bear biography. Limited English proficient students may follow a story model (see next page). Partners are encouraged to ask questions to elicit more information about the bear's life. The student then retells the story adding new information. After oral practice, students write a first draft of the bear biography.

"Now we'll begin our individual stories. We will write for fifteen minutes. I will be around to help you with your papers; but first, I'm also going to start writing a story. As we write, let's remember to look at our lists when we need more ideas." She sat at the desk and began writing. When Kenneth asked how to spell cage, Mrs. Oliver said, "I'm writing right now, Kenneth. Circle the word, and we'll check for spelling later. This is something everyone can do for troublesome words." Kenneth continued to write. After the class had been writing for seven minutes, Mrs. Oliver circulated to help students, such as Kenneth, with their individual questions and to encourage any students who were having difficulty getting started. She also recorded words students had misspelled but had not circled.

STORY MODEL
My bear's name is_____. He is _____.
He comes from _____. He likes to eat _____.

At the end of the writing time, Mrs. Oliver divided her class into groups of four to read their stories to each other. Students in each group selected a number from 1 to 4 to indicate the order in which they would read. Mrs. Oliver then brought four students to the middle of the room to fishbowl the sharing procedure for all her students. She reminded them that these were rough drafts and that they could get more ideas from listening to other students read their writing.

Listening activities can foster critical thinking and improve students' vocabulary. By focusing their listening on descriptive words, LEP students begin expanding their knowledge of language for talking about bears.

First, Peter in the fishbowl group read, "My bear's name is Sparky. He is a brown bear. He eats fish."

Mrs. Oliver asked Veronica what she liked about Peter's story. Veronica answered, "The fish."

Asking questions about bear biographies helps the teacher check for student's comprehension. At the same time, the teacher can use the activity to reinforce and extend the student's knowledge of the language: "Point to the bear that liked to eat fish." or "Which bear is pure white?"

Mrs. Oliver responded, "Very good, Veronica. You were listening carefully."

Kristina read, "My bear is *pure white*. She is a polar bear. She lives near the north pole."

Peter said, "I like that her bear is pure white."

Angela read, "My bear has brown fur. He is sick." Mrs. Oliver asked Angela why she thought her bear was sick. "Because his fur has holes in it." Mrs. Oliver complimented Angela on her original thoughtful observations of her bear and reminded students that they could add additional details to their biographies. After Angela's comment, several children added information to their biographies.

Mrs. Oliver had the other students summarize what they had learned from watching the demonstration group. Then she reminded them, "When you share in your groups, be sure to talk about the things you like in each biography. But be as specific as this group was."

Rereading and retelling afford opportunities for LEP students to practice their oral language and improve their speaking fluency.

All the students met in groups of four and took turns reading drafts to each other and revising their writing. For instance, several students in one group wrote down additional information after hearing Melissa read, "My bear lives in the zoo. He likes to

Peer response is an important part of the writing process.

swim in cold water." At the end of the lesson, Mrs. Oliver told students to place their papers in their folders in order to have them ready for revision the following day.

The following day, Mrs. Oliver instructed students to work with a partner to add any information they thought a reader would need to know. She also told them to circle any words they thought might be misspelled. Mrs. Oliver walked from pair to pair, asking questions about content, reminding students that some misspelled words were written correctly on the paws taped to the walls, or spelling the word for the child. She recorded the words misspelled by several children so that she could include them in a future spelling lesson. The students then prepared edited final drafts for display in the main corridor of the school.

Pairing limited English proficient students with more proficient English-speaking peers increases a student's comfort level and increases risk taking.

Possible Assessments:

1. Observe student performance in groups, including students' ability to make use of peer feedback.
2. Evaluate final drafts for completeness of information, correctness of targeted spelling words, and use of developmentally appropriate conventions.
3. Engage students in self-assessment by asking them to talk about their experience of developing bear biographies after listening to others in class.

Questions for Reflection:

1. What is the value of Mrs. Oliver writing with her class? What problems might arise?
2. What role does personal experience play in each child's success with this activity?
3. What effects do the fishbowl activity and peer listening groups have on student performance?

Extension Activities:

1. Students from an upper grade can come to this classroom to discuss those bears that are endangered species.
2. Students can research more bear information with help from the media specialist using the library, books, films, and CD-ROMs.
3. Students can track their bears' habitats and migration habits on a map of the United States or the world.

BEAR FACTS

NAME	TYPE	COLOR	HABITAT	FOOD	HIBERNATION
snowy	plane	white	Arctic	fish	active, awakens

Thematic Unit — **Create a Display Advertisement**
Middle School

Language Arts Literacy Indicators:	3.1 [14-16] 3.2 [5, 8] 3.3 [7, 12, 15] 3.4 [19-20, 23-24] 3.5 [8, 11-13, 15]
Cross-Content Workplace Indicators:	1 [1, 3] 3 [1-3, 7-8, 10-11, 14-15] 4 [1-3, 5, 7, 9]

Strategies for Limited English Proficient Students

In response to a selection of literature entitled *The Smallest Dragonboy* by Anne McCaffrey, eighth-grade students created an advertisement for a dragonrider. To complete this task, students analyzed elements of display ads and synthesized information from the story in order to identify the qualities a successful dragonrider would need. They then composed an appropriate display ad reflecting these qualities.

Connecting activities to students' personal experiences helps learners make explicit links between personal and instructional goals and purposes.

The class began with a study of display advertisements brought in by their teacher, Ms. Diaz. She told the class, "We will be studying display ads in preparation for creating your own ad for a dragonrider." Ms. Diaz used an overhead transparency with three examples of display ads that incorporated common features such as illustrations, brief language, and buzz words. The class identified these devices. Then Ms. Diaz distributed new examples of display ads for group analysis. She told the class, "In your groups, consider how the words, phrases, and pictures affect you. Ask yourself: 'How are these advertisements designed? Are they successful?' Remember to have one student in each group record the findings. You'll have fifteen minutes."

Demonstration lessons by the teacher provide students with model for using a new language to think, learn, communicate, and express aesthetic enjoyment.

Teachers can assist LEP students by labeling objects and pointing to those objects as they model and explain the activity.

Working in cooperative learning groups of four or five students, the students identified the common elements of language and purpose of the ads given to their group. During this time, the teacher circulated, interacting with the students, making sure that all were working, and guiding them toward particular choices. Included in these group visits were discussions of word choice and phraseology. After fifteen minutes, Ms. Diaz reassembled the class, and the "reporters" shared their group's findings which she wrote on chart paper. Then other members of the class added comments.

Asking LEP students to locate similar texts (e.g., advertisements) in their native language helps reinforce their understanding of key concepts introduced through classroom instruction.

"In this ad, the picture attracts my attention because it's colorful, and the people look like they're having fun," offered Carlos, a group reporter.

Display charts help second language learners by emphasizing key content concepts and vocabulary.

"Yeah, and look at all the sports you can play in this gym," added Marta.

"This ad uses short, catchy phrases like, *Work Less, Earn More*," Jerod stated.

"Did anyone notice anything about spacing?" questioned Ms. Diaz.

"Well," began Sarah, "the illustration in this ad is in the middle, with the buzzwords below it, in large, dark letters."

"So, let me see if I understand. In your analysis you were able to see the importance of the components of display advertisements. The intent of the ads is to focus your attention," concluded Ms. Diaz.

"Yeah," replied Jon, "the illustration draws you in, and the buzzwords not only catch attention, they make you think."

"Now you are going to use what you've learned to create your own display advertisement for a dragonrider. I want you to consider what qualities a successful dragonrider would need. Think about the story and what you learned. In your groups, brainstorm a list of qualities you consider to be most important for a dragonrider. At the end of ten minutes, I'm going to want to see a list of your top five qualities. Use chart paper to record the qualities so that we can see one another's listing."

Keeping a notebook of new vocabulary and terminology, including explanations, examples, pictures, and other visual aids, helps learners comprehend and retain information. For the second language learner, the notebook begins building a foundation of understanding in the new language.

After they returned to their small groups, students worked together to first brainstorm qualities and then select the five qualities of a successful dragonrider. A representative from each group listed these qualities on chart paper. After ten minutes, Ms. Diaz led the students in a discussion of similarities and differences among the groups' findings.

Timely questioning and summary are effective means of restating, reinforcing, and elaborating on ideas and information.

Students were then instructed to pretend that they were dragons from Pern looking for riders. Ms. Diaz asked them to create individual visual advertisements highlighting the qualities that they had cited as most important for a dragonrider. Each advertisement was to exhibit details gleaned from the story. "You'll want to attract a potential dragonrider and convince her or him that s/he wants the job," explained Ms. Diaz. "Consider our conversation about buzzwords, illustrations, and brief language. All might be helpful."

The students began working and were encouraged to use a variety of materials such as markers, magazine cutouts, colored pencils, paints, construction paper, and computer software. Although each student had to create an advertisement, Ms. Diaz encouraged students to help each other. Again, she monitored and assisted while they worked.

After students completed their advertisements, they practiced their presentations with a partner before explaining their works to the class. Each talk was limited to two minutes, after which students rated each other using a rubric they had designed for short presentations.

Possible Assessments:

1. Have students use a student-designed rubric to rate their peers' oral presentations of ads.
2. Conduct ongoing assessment through observation during collaborative activities.
3. Evaluate students ads in terms of use of illustrations, brief language, buzzwords, and effective display of text and visuals.

Questions for Reflection:

1. How might the students effectively offer suggestion or comments to their peers when the advertisements are orally presented?
2. What is the benefit of first working in cooperative groups and then participating in individual assignments?
3. How does this activity address the needs of gifted learners? students with learning disabilities?
4. How could videotaping be used effectively in this sequence of activities?

Extension Activities:

1. Students might write compositions in the first person taking the persona of the dragon.
2. Students could create an application to become a dragonrider.
3. Students could create and publish a newspaper from Pern (the setting of the selection) and include classified ads.

Becoming American — Jasmine from India to Iowa

Levels 9–12

Language Arts Literacy Indicators:	3.1 [7, 15, 20] 3.2 [5-6, 11] 3.3 [3-4, 7-8] 3.4 [18, 23, 27-28, 31-32] 3.5 [12-14]
Cross-Content Workplace Indicators:	1 [1] 2 [2] 3 [1-4, 8-14] 4 [1-3, 5-7, 9-10]

Strategies for Limited English Proficient Students

Because the heroine in *Jasmine* represents many of the universal struggles encountered by adolescents as they move into adulthood, Mr. Toussaint decided to use the 1989 novel by Indian American author, Bharati Mukherjee, as a key work in his World Literature course.

Shared reading based on the universal experiences in students' lives enables LEP students to contribute meaningfully to class discussion from the outset.

Before distributing copies of the book, Mr. Toussaint asked his students to respond to several questions in their journals: (1) What ethnic, national, or group affiliations would you use to help define yourself? Why/on what basis do you feel that you belong to these groups? (2) How did you come to live in America? Why did you or your family decide to come to this country? (3) If you could live anywhere on earth, where would that place be? Why would you choose that place? In small groups, students then shared what they wished from their journals.

The directed-reading-thinking activity (DRTA) provides LEP students with questions or graphic organizers that focus on key aspects of the story.

After a silent reading of the brief first chapter of *Jasmine,* Mr. Toussaint asked his students to brainstorm their initial impressions of the book and its main character while a designated student recorded the group's ideas. A representative of each group outlined that group's "first take" on the board, and the impressions were then compared and contrasted in whole-class discussion.

Introduction to specific vocabulary words as a prereading activity enables LEP students to recognize, learn, and use the new words in meaningful contexts.

Working together with his students and their academic calendar, Mr. Toussaint plotted a reading chart of the book's chapters and due dates for assignments and for group presentations based on the reading. He then asked students to use the first chapter and the dust jacket notes to identify aspects of the book they wished to explore. Questions raised included "What does some immigrant girl have to do with me?" "Why does the writer tell her story this way, jumping back and forth in time?" and "Why should someone believe what an old man tells her?"

Summary comments that restate or expand on important points establish and reinforce LEP students' understanding.

The answers to these questions, Mr. Toussaint suggested, could be found as the students continued their reading. He reminded the students to write their questions in their journals so they could consider them while reading and discuss the questions upon completing the novel. He added, "As you are reading and ideas occur to you about these questions, jot your ideas down." He then asked students to recall novels they had previously read and discussed earlier in the year and to identify elements common to these novels. Together, they formulated a list of the elements, including story line, themes, characters, structures, style, and setting.

Vocabulary notebooks offer LEP students an effective tool for seeing and copying words in context and using words in language that is understandable to them.

Students were encouraged to keep reading logs on the various aspects of the novel, chapter by chapter. The class was divided into four groups, one considering the portion of the novel that took place in Jasmine's native India, one following her journey from India to Florida, one focusing on her New York experiences, and the fourth and final group, studying the Iowa segment of the book. Since the novel's structure included both straightforward narration and flashbacks, students found the geographic moorings to be very helpful in their comprehension of the novel.

Journal writing is a medium of expression that enables LEP students to synthesize, analyze, and reflect on the learning experience without worrying about spelling and grammar.

Mr. Toussaint provided class time for the reading/preparation groups to meet twice a week until both the reading and the preparation were completed. Each of the four groups created topical outlines to accompany their presentations and supplemented their presentations with activities that involved peers. These activities included role-playing games, such as character and incident identification through charades.

Oral reading by proficient readers not only models good reading and speaking skills but also promotes listening comprehension, when students are directed to listen for information needed to complete a graphic organizer.

In the discussion that flowed from the presentations and other activities, students focused on Jasmine's constant invention and reinvention of herself, using her four names, Jyoti, Jasmine, Jase, and Jane, as context clues. One student enlarged the scope of the discussion by recalling Fitzgerald's Jay Gatsby, another character who reinvented himself. A film buff in the class remembered reading that in old-time Hollywood, studios chose new names for performers as they started their screen careers and gave as an example John Wayne, who had been Marion Morrison.

Advanced practice with the language enables LEP students to participate more fluently and comfortably in role-playing activities with the whole class.

Discussion of the violent scenes depicted in the novel, including Jasmine's rape and the death of her Hindu husband in a Sikh-engineered explosion, reinforced the global relevance of the book's elements. The question of violence as a means to a political end was introduced by the team discussing Jyoti's Indian experiences. Other seemingly intractable conflicts, such as those between the Israelis and the Palestinians, the Muslims, Serbs and Croats, the Protestant and Catholic Northern Irish, and the Hutus and Tutsis of Rwanda and Burundi, were brought up by various students and linked to the Hindu-Sikh animosity in *Jasmine*.

Students from other countries may be interested in sharing experiences related to tensions or political upheavals in their native cultures.

Certain thematic aspects of the book particularly interested the students: the feminist challenge to the patriarchal order which the title character embodies; the inherent difficulties of learning a new language and new customs; and the struggle to become an American while debating whether to remain true to one's roots. Both the team dealing with Jasmine's New York experience and the team dealing with Iowa posed essentially the same questions: "What did she learn from the men around her?" "What did she come to realize about herself?" "How did she defy the men in her life and become her own person?"

Students' personal knowledge of cultural differences, such as differing female and male roles in cultures around the world, extends class understanding of literary themes.

To supplement the novel's portrait of life in rural India, Mr. Toussaint showed his students Satyajit Ray's 1973 film, *A Distant Thunder*, which, while set in Bengal in the World-War-II-created famine, made students aware of the poverty and caste system that were so much a part of Jasmine's background. Upon completion

Class discussion is enhanced when students' parents, friends, and relatives are invited to speak on theme-based issues facing past and present-day societies in other countries.

of the novel and the film, the students returned to their initial questions about the book and the ideas they had jotted down. They used these notes to reflect on the novel and on changes to their questions as a result of having experienced the text.

Students need opportunity to reflect on changes in their thinking as a result of new literary experiences.

Possible Assessments:

1. Monitor student discussions of their initial and final questions about the novel for changes in understanding.
2. Evaluate student group presentations for clarity of communication.
3. Assess students' understanding of the elements of the novel as reflected in their discussion of Jasmine.

Questions for Reflection:

1. In what other ways could the teacher release responsibility for learning to the students?
2. What value is there for a teacher to extend discussion of a literary theme to world events?
3. How can a teacher tell from a student's response whether the student has made connections between the novel and the film?

Extension Activities:

1. Students could see a film based on the immigrant experience, such as America, America; Coming to America; El Norté; Mississippi Masala; and Hester Street. They could then write an essay comparing Jasmine's experiences to those of the main character(s) in the film of choice.
2. Students could generate both visual and print text plotting all of the various points in Jasmine's journey from India to Iowa and the effect that those various places had on the formation of her character.
3. A class debate on the topic, "To assimilate or no to assimilate (to preserve differences) and at what cost?" might be structured. The class could be divided into three groups: the framers/presenters, the pro-assimilationists, and the anti-assimilationists, with the framers deciding which arguments were the more persuasive to them.
4. Students could survey the reviews of Jasmine by professional critics and write an original review as well, or research the critical response to Mukherjee, both as an Indian writer and as an American writer, using Bharati Mukherjee—Critical Perspectives, edited by Emmanuel S. Nelson (1993), as a point of departure.
5. Relatives and/or friends of the students or members of the community at large could be invited to appear as guest speakers, discussing their own experience as immigrants, thus cross-referencing those of Jasmine.

Short Story and Film: Cross-Grade Collaborations Elementary/Secondary

Language Arts Literacy Indicators:	3.1 [1, 7-8, 10] 3.2 [1, 8] 3.3 [1, 7-8, 18] 3.4 [1, 23, 26, 32] 3.5 [1, 12, 14, 16]
Cross-Content Workplace Indicators:	1 [1] 2 [2] 3 [1-3, 8-13] 4 [1-3, 6, 9-10]

Strategies for Limited English Proficient Students

Ms. Mellody, first-grade teacher, and Mr. Devereaux, eleventh- and twelfth-grade World Literature teacher, decided to have their students work concurrently on multifaceted projects concerning *The Secret of Roan Inish*, the Celtic-based short story and the film that writer/director John Sayles adapted from it. These projects would culminate in a sharing of the projects at the high school.

Teachers (including bilingual/ESL teachers) working collaboratively and involved in team-teaching interdisciplinary approaches grow professionally in their repertoire of teaching strategies.

Mr. Devereaux visited the elementary classroom to introduce *The Secret of Roan Inish* and begin the oral reading of the story. Before beginning to read, he asked the students to think about favorite relatives they liked to see. At the end of the introductory reading, the children responded in a chain of associations—some more appropriate than others—linking the story to their own experiences:

In prereading activities, drawing on prior knowledge helps the LEP student make connections based on prior experiences and relationships with favorite relatives in the United States or country of origin.

"I visit my grandmother in Florida, and we go to the beach together."

"My family goes to the shore in the summer."

"My brother lives with my father. I miss him."

Acting out a story helps students think actively and visualize what they learn.

Since the children would be asked to keep reading logs throughout their school careers, Ms. Mellody and Mr. Devereaux gave the first graders the opportunity to make picture and/or word records as part of their reactions to what they had heard during the reading. These pictures/word records would become the basis for the children's end-of-project chap books and a class banner.

Displaying pictures of seals and the Irish coast fosters increased interest in the story, particularly for students having difficulty speaking and understanding the language.

Both the elementary and secondary students shared the same set of texts, the high schoolers reading the text aloud on their own, the elementary students having the text read aloud to them by their teacher and also taking the text home for parental reading and reinforcement. In both cases, the teachers wanted to approximate the tradition of oral storytelling for the students by having them hear the story as it was read aloud.

Teacher read-alouds should be an integral part of the weekly lesson so that these students can hear and appreciate the features of both spoken and written English.

The World Literature students discussed the universal thematic components of the story: the search for a lost home and family and the interaction of the human and natural worlds. Having already met the high-level challenges of *King Lear* and *Ran*, the Japanese film adaptation of the Shakespearean play, the World Literature students recognized the archetypal components of *The Secret of Roan Inish*.

Books with audiotapes help students develop listening comprehension skills. Activities should focus the student's attention on specific aspects of the story.

"Reunion with a separated family member—that's one thing they both have in common," offered one student."If you subtract the

passage of time and the advance of technology, you can see that all these stories are myths," commented another.

"Shakespeare lived only a few hundred miles away from the islands in the story," remarked one particularly geographically astute student.

"Yeah, and if you believe James Tyrone, Sr., Shakespeare was an Irish Catholic anyway," countered the resident class wit/wise guy.

Drawing based on clear descriptions using descriptive adjectives helps LEP students to visualize the mythological character.

The first-grade children worked on their reading logs both in the classroom and at home since parents and other family members shared the reading responsibilities with the classroom teacher. Each child then created his or her own brochure or chap book based on his or her reading log responses to the story, allowing for individual expression and interpretation. The students also created a group banner illustrating the characters and events in the story, working together with Ms. Mellody and with their art teacher.

Reading in the native language to their children involves LEP parents in a most-critical aspect of their children's literacy development.

The elementary school children were the guests of the high school students at a communal celebration, featuring the first graders' banner and chap books, a viewing of the film, and a buffet of ethnic and American food, prepared by Mr. Devereaux and his students. Invitations to individual first graders were answered with thank-you notes drawn or written by the first graders. Then, during the celebration, the high schoolers read the first graders' chap books and wrote back to them on a sheet of paper attached for these messages.

Cooperative group work invites LEP students to take on more active roles in their learning.

Cross-grade literature study allows older students to internalize and reinforce learned skills while providing younger students with effective mentoring and instruction.

Possible Assessments:

1. Ask high school students to complete survey/response sheets assessing the value and success of the enterprise and commenting on things learned from the experience.
2. Monitor and record notes on the participation of individual high school students in the class discussions.
3. Ask students at both levels to discuss how the film changed or confirmed the mental pictures they got from the story. Assess their responses.

Questions for Reflection:

1. How could this activity be modified for use with literature of other cultures?
2. How can skill building be incorporated into the project?
3. What other kinds of activities lend themselves to cross-grade collaboration?

Extension Activities:

1. The teachers can videotape the viewing/celebratory session for later discussion with each of the classes.
2. Guest speakers, including family members or friends of the students, or members of the community, can be invited to talk about their previous homes in this or other countries.
3. Librarians and other media specialists can be invited to offer their input as to possible choices of material from other cultures and to serve as resource persons for student research in children's ethnic literature, film, and music.
4. Students can write their own myths and share them with another age group, using storytelling techniques.

Resource:

Fry, Rosalie K. (1995). The Secret of Roan Inish. New York: Hyperion.

ADAPTATIONS FOR THE EXCEPTIONALLY ABLE LEARNER

The inclusion of the exceptionally able student is addressed in the Core Curriculum Content Standards (1996). The introduction states that, "we must provide all students with appropriate challenges so that the raised expectations do not result in lowered expectations for the exceptionally able." Current regulations require that school districts "shall make provisions for identifying pupils with gifted and talented abilities and for providing them with an educational program and services" (NJAC 6:8-4.5). Gifted students often remain in regular classrooms for the better part of the day and are pulled out for enrichment during a designated amount of time. As a result, teachers face the challenge of accommodating the gifted student in the regular classroom.

Gifted learners are often times overlooked in regular classroom instruction. Consequently, some students find school boring and uninspiring due to knowing many of the concepts being introduced in the regular classroom. The exceptionally able or gifted students are those who:

- demonstrate a high degree of intellectual, creative, and/or artistic ability;
- possess exceptional leadership skills;
- excel in specific fields;
- function above grade level; and
- need accommodations or special instruction to achieve at levels commensurate with a challenge to his or her abilities.

Characteristics of exceptionally able students include but are not limited to:

- the ability to grasp concepts rapidly and/or intuitively;
- intense curiosity about principles and how things work;
- ability to generate theories and hypotheses and pursue methods of inquiry; and
- produces products that express insight, creativity, and/or excellence.

In the past, the term "gifted" described people with high scores on I.Q. tests. Today, new concepts connected to creative thinking models and multiple intelligence have expanded the definition of intelligence to include other dimensions. Giftedness reflects a multifaceted, multicultural, and multidimensional perspective and is defined by aptitude, traits, and behaviors rather than changeless test performance. These students are found in all cultural groups and across all economic levels. Increased understanding of culturally determined and environmentally affected behaviors will enable teachers and administrators to interpret performance indicators of creative potential.

The process of identification is ongoing in that students are continuously entering and exiting school districts. Fluidity should be maintained as students' needs change each year. Identification and placement in a gifted program should be initiated in kindergarten and reviewed annually through grade 12. Identification practices should be in place at the time of school enrollment. Selection of a pool of nominees and final selection of participants should be determined by a committee of at least 3 to 5 individuals in order to maintain a fair and democratic process.

Strategies for the Exceptionally Able Learner

"Differentiating the curriculum" refers to appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence. In a differentiated classroom, students work at different paces. Gifted students are more likely to develop study and production skills, experience success and struggle, and feel challenged in a classroom setting that encourages learners to master information more quickly. Adaptation strategies include the following:

- interdisciplinary and problem-based assignments with planned scope and sequence;
- advance, accelerated or compacted content;
- abstract and advanced higher-level thinking;
- allowance for individual student interests;
- assignments geared to development in areas of affect, creativity, cognition and research skills;
- complex, in-depth assignments;
- diverse enrichment that broadens learning;
- variety in types of resources;
- community involvement;
- cultural diversity; and
- internship, mentorship, and other forms of apprenticeship.

Adaptation categories include *acceleration, enrichment,* and *grouping.* The following recommendations identify a variety of adaptive efforts within these categories. Acceleration involves grade skipping or changing the rate of presentation of the general curriculum to enable the students to complete the program in less time than usual. Prescribed seat-time is not necessary for achievement of the standards. Acceleration can occur in any subject area. Middle school students should be able to take school courses; high school students take college courses with appropriate credit accrued. Some provision must be made for continued acceleration or high-level enrichment. Unless the student has a pre-identified problem, social or emotional development should not inhibit acceleration.

Following are examples of accelerated types of programs:

Flexible pacing:	Assignment to classes on the basis of ability to be challenged as well as ability to handle the work; assignment should not be age discriminatory.
Content acceleration:	Superior performance in some areas may be addressed with placement in a higher-grade level for the areas warranting it.
Early entrance to school:	Eligibility should be evaluated in terms of (1) degree of advancement in relation to peers; (2) number of areas of advanced achievement; (3) student's self-concept. (The percentage of students attending one to three years of preschool has increased dramatically and should be considered.)
Multi-age classes:	Class in which two or more grade levels are combined. Students can accelerate through self-pacing.
Compacting:	Compacting, also known as telescoping, refers to a form of acceleration in which part of the curriculum is covered in a shorter period of time than is usual. Previously mastered content materials are determined through pre-evaluation and elimination.
College course work:	Qualified students take college courses for college credits while completing high school requirement (concurrent enrollment). College courses may be taken in the summer.
Early college work:	Once the standards for high school courses are met, early admission to college is an option. Students may leave high school early and enter college.

Advanced placement:	The Advanced Placement program (AP), administered by the College Entrance Examination Board, enables high school students to obtain both high school and college credit for demanding course work offered as part of the school curriculum.

Enrichment is another way to meet the differentiated needs of exceptionally able students. Well-articulated assignments that require cognitive processing, in-depth content and alternate modes of communication can be effective and stimulating. Here are some examples to consider when differentiating classroom instruction to meet the needs of academically talented students:

Alternate learning activities:	Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.
Independent study:	Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field based and library research skills, the scientific method, and other authentic types of inquiry.
Advanced thinking processes:	Provide assignments in all curriculum areas emphasizing higher level thinking skills such as synthesis, analysis and evaluation.
Guest speakers:	Provide information on topics beyond the teacher's expertise. University, faculty, parents, business and industry leaders or other teachers in specific areas may be used as resources.
Mentors/internships:	Allow students to interact with adult experts in the field of mutual interest. Mentors act as role models. Student's areas of interest, as part of career awareness, should be considered.
Alternate resources:	Use materials from a higher grade level; access to business, university and community resources, such as laboratories, libraries, computer facilities, etc., are appropriate.
Exchange programs:	Attend schools in a different community or country to enrich educational experiences.

Grouping students of like-ability together in homogeneous arrangements such as special classes or clustering in the same classroom allows for more appropriate, rapid and advanced instruction without isolating the exceptionally able student. Research indicates that gifted students are more likely to socialize "normally" when they are with students who share their interests and learning style. When cooperative learning has been used in the regular classroom, gifted students sometimes become tutors for other students, and therefore learn less academic content. Flexible grouping is recommended in the regular classroom to give gifted students an opportunity for development of advanced skills, including skills of expression and production. Grouping flexibly allows exceptionally able students time for advanced work and a chance for independent study.

Students may be grouped using the following scheduling arrangements or project emphasis:

Self-contained classes:	Enable exceptional students to be challenged in every area throughout the day and week to be stimulated by their intellectual peers and to have guidance from teachers with experience in sequential, integrated curriculum for the exceptionally able.
Pull-out programs:	Combine regular class integration and homogeneous grouping on a part-time, regular basis. Pullout programs requires careful coordination and communication between the teachers of both classes.
Classroom cluster grouping:	Permits homogeneous and heterogeneous grouping according to interests and achievement.
Cluster scheduling	Arranges schedules so that exceptionally able students can take their required core courses together to enhance rapid pacing, less drill, greater depth and breadth.
Honors/Enrichment classes:	Provide opportunities for practicing higher-level thinking skills, creativity and exploration of in-depth course content.
Seminars:	Seminars are aimed at research, interdisciplinary studies, visual and performing arts, academic subjects or other areas of interest. These seminars provide interaction with specialists who can give guidance in specific areas. Gifted specialists can be powerful resources to assist in teacher in-service programs.
Resource centers:	Districts should establish a resource center that is available to all students. It may be a good idea to reserve designated time to utilize these facilities for exceptionally able students from a broader geographical area; interdistrict, countywide, region, etc.

References

Challenging the gifted in the regular classroom: Facilitator's guide. (1994). Alexandria, VA: Association for Supervision and Curriculum Development.

Reis, S. M., Burns, D. E., & Renzulli, J. S. (1992). *Curriculum compacting: The complete guide to modifying the regular curriculum for high ability students*. Mansfield Center, CT: Creative Learning Press.